



Data Literacy

ARIZONA REGIONAL CENTERS



What's your emoji?



Outcome



Participants will self-diagnose their strengths and areas of improvement in relation to data literacy and data use.



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DATA LITERACY DEFINITION

Objective - understand a definition of data literacy



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A Definition of Data Literacy

*“Data-literate educators **continuously, effectively,** and **ethically access, interpret, act on, and communicate** multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators’ professional roles and responsibilities.”*

-Data Quality Campaign



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Data Literacy Example



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Data Wellness Screener Section A

Section A – Data Literacy Definition

Directions: Rate each statement using the five-point scale.	4 Always True	3 Mostly True	2 Somewhat True	1 Rarely True	0 Never True
1. <u>Continuously</u> : I use data on an ongoing basis.	4	3	2	1	0
2. <u>Effectively</u> : I use data for the purpose of improving student learning.	4	3	2	1	0
3. <u>Ethical</u> : I apply ethical integrity by using data for its intended use.	4	3	2	1	0
4. <u>Access</u> : I access data to appropriately address the problem or question at hand.	4	3	2	1	0
5. <u>Interpret</u> : I analyze and synthesize data.	4	3	2	1	0



What is your emoji?



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BEING A DATA LITERACY LEADER

Objective - reflect on utilization of data as a leader



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The Leader's Role

Leaders “can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use.”

- Data Quality Campaign, 2014



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HOW to be a Data Literacy Leader

School and district leaders can promote effective data use by taking the following steps:

- Understanding how to gather and use student learning data, administrative data, and other classroom performance data to identify aggregate and individual student needs and set goals for the district or school
 - Understanding how to gather and use teacher performance data to support teachers in meeting goals for student learning
 - Demonstrating the value of data in meeting student goals by modeling use
 - Providing ongoing, quality training on effective data use
 - Building a culture of effective data use by implementing policies that allow teachers both individual and collaborative time to make use
- Data Quality Campaign, 2014



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Schools with a Data Culture...

1. Ensuring access to data
2. Making meaning from data
3. Clarifying expectations for data use
4. Building knowledge and skills to use data
5. Leading a culture of data use

- Gerzon and Guckenburg, 2015



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Data Sources or Types

Quantitative



Qualitative



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Quantitative vs. Qualitative

	Quantitative Data	Qualitative Data
Student Performance Data	<ul style="list-style-type: none"> • Tests Results • Report Card Grades • Attendance Rates • Special Services Census • Promotion / Retention Rates • Percentage of Mainstreamed Students 	<ul style="list-style-type: none"> • Exhibitions and Portfolios • Student Surveys / Interviews • Journals and Learning Logs • Checklists • Running and Observational Records
Program Data	<ul style="list-style-type: none"> • Teacher – Student Ratios • Experience Data of Teachers / Admin • Budget and Resource Allocations • Number of Students Enrolled in Various Programs – Advanced, Intervention, Prevention 	<ul style="list-style-type: none"> • Meeting Agendas, Minutes • Teacher and Admin Portfolios • Awards and Photos • Staff Interviews • Bulletins / Newsletters • Workshop and PD evaluations
Community Data	<ul style="list-style-type: none"> • Family Demographics • School / Business Partnerships • Employment Sectors in Area 	<ul style="list-style-type: none"> • Focus Group Data • Opinion Surveys • Parent / Community Interviews



Data Wellness Screener Section B

Section B – Being a Data Literacy Leader

Directions: Rate each statement using the five-point scale.	4 Always True	3 Mostly True	2 Somewhat True	1 Rarely True	0 Never True
1. I analyze both qualitative and quantitative data to identify problems of practice and set goals.	4	3	2	1	0
2. I analyze data in a timely manner.	4	3	2	1	0
3. I determine questions I want answered by data.	4	3	2	1	0
4. I model data use for my staff.	4	3	2	1	0
5. I provide professional development for knowledge and skills related to data literacy.	4	3	2	1	0



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DATA LITERACY IN SYSTEMS

Objective – reflect on how data is used by others in your system



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Data Teams

- meet regularly
- members represent stakeholders
- have goals and purpose
- have processes and protocols for analysis, communication, and self-monitoring



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Data Wellness Screener Section C

Section C – Data Literacy in My System

Directions: Rate each statement using the five-point scale.	4 Always True	3 Mostly True	2 Somewhat True	1 Rarely True	0 Never True
1. My system has a leadership data team that supports and monitors smaller groups.	4	3	2	1	0
2. Departments, teams or PCL groups analyze data when they meet.	4	3	2	1	0
3. The staff has knowledge and skills in data literacy and assessment literacy.	4	3	2	1	0
4. The staff can generate questions to focus their data analysis.	4	3	2	1	0
5. The staff can identify appropriate data sources aligned to their questions.	4	3	2	1	0



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Four Corners

<p>Strong</p> 	<p>Moderate</p> 
<p>Emerging</p> 	<p>Need Support</p> 



NEXT STEPS



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Leveled Recommendations

Recommendations

<i>Strong Data Literacy</i>	<ul style="list-style-type: none">• Monitoring effectiveness• Plan for sustainability• Book studies for new learning
<i>Moderate Data Literacy</i>	<ul style="list-style-type: none">• Workshops and custom support
<i>Emerging Data Literacy</i>	<ul style="list-style-type: none">• Workshops and custom support
<i>Need Support</i>	<ul style="list-style-type: none">• Intensive Learning• Institutes• Custom multi-year support



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Resources



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Data Wellness Screener Part D

Section D

Directions: Insert the total from each section above and calculate the grand total.			
Section A Total			89-104 = Strong Data Literacy
Section B Total			71-88 = Moderate Data Literacy
Section C Total			52-72 = Emergent Data Literacy
Grand Total	/104 possible		51 or less = Need Support

- What are my next steps for me as a leader?
- What are the next steps to improve my system?
- I would like more information about...



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Thank you for attending.

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